



**A DESCRIPTIVE STUDY ON CLASSROOM INTERACTION
IN ENGLISH TEACHING LEARNING PROCESS
IN THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 KUDUS
IN ACADEMIC YEAR 2012/2013**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

2013



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UNIVERSITY OF MURIA KUDUS
2013**

ADVISOR'S APPROVAL

This is to certify that the Sarjana skripsi of Okviani Rahayu (NIM. 2008-32-227) has been approved by the thesis advisors for the further approval by the Examining Committee.

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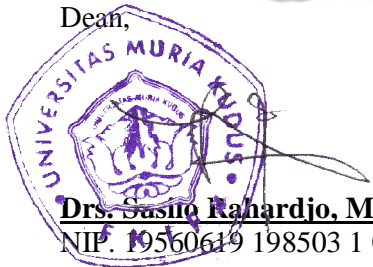


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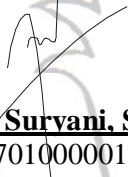
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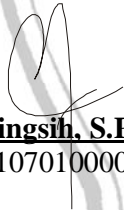
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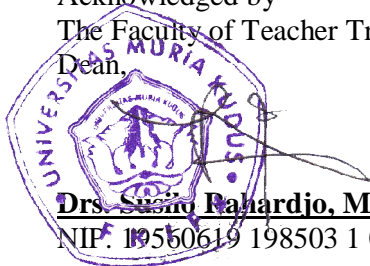


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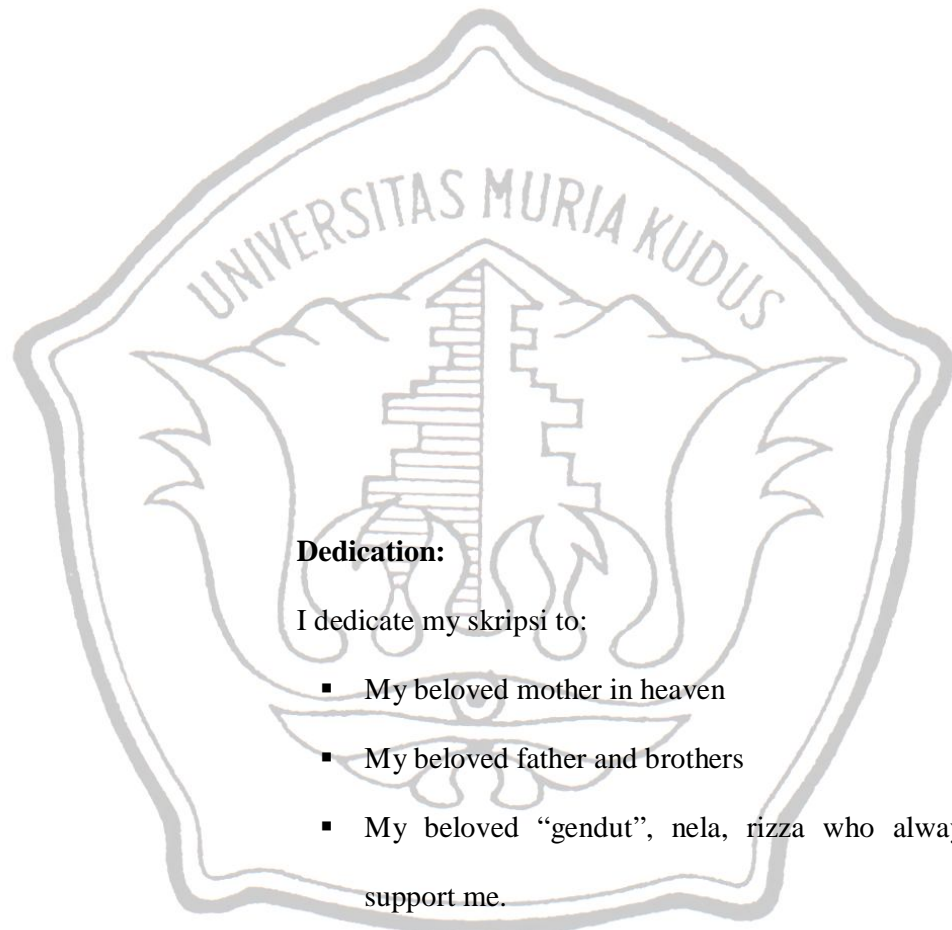
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MOTTO AND DEDICATION

Motto:

- A leader is one who knows the way, goes the way, and shows the way.

(John C. Maxwell)



Dedication:

I dedicate my skripsi to:

- My beloved mother in heaven
- My beloved father and brothers
- My beloved “gendut”, nela, rizza who always support me.
- All people who appreciate knowledge

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, in this occasion, I would like to express my gratitude to the God, Allah S.W.T., who has given me mercies and blessing so that I can accomplish this skripsi entitle “A Descriptive Study on Classroom Interaction in English Teaching Learning Process in the Eighth Grade of SMP Muhammadiyah 1 Kudus in Academic Year 2012/2013”

There are many people who give their own contribution during my struggle to complete this skripsi. So that in this special occasion, I would also like to convey my special gratitude to them. They are:

1. Drs. Susilo Rahardjo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University
2. Fitri Budi Suryani, S.S. M.Pd the Head of English Education Department
3. Atik Rokhayani, S.Pd, M. Pd, my first advisor who already gives me wise suggestion in completing this skripsi
4. Dra. Sri Endang Kusmaryati, M. Pd., my second advisor who gives me her best effort I could never imagine before
5. All of the lecturers who taught me during studying at the Faculty.

I am sure that there are many mistakes make elsewhere. Therefore, I apology for any mistakes and happily receive any constructive criticism and suggestion, but I hope that it will be useful for those especially who are in the field of education.

Kudus, March 2013

The Writer

Okviani Rahayu

ABSTRACT

Rahayu, Okviani. 2013. *A Descriptive Study on Classroom Interaction in English Teaching Learning Process in the Eighth Grade of SMP Muhammadiyah 1 Kudus in Academic Year 2012/2013*. Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Atik Rokhayani, S.Pd, M. Pd (II) Dra. Sri Endang Kusmaryati, M. Pd

Key Words: Classroom Interaction and Teaching Learning Process

Teaching learning process constitutes an activity which conveys the interaction between teacher and students in learning environment for example school, which the materials are arranged by the teacher in order to reach the expected goal in teaching process. The type of interaction in the classroom can be between teacher and among the students themselves. There should be an effective interaction between them in improving their knowledge and skills for the use at some stage in the future. That is why classroom talk is worth investigating and understanding.

The objectives of this research are to describe the teacher and student talk in classroom interaction in English teaching learning process of the eighth grade students of SMP Muhammadiyah 1 Kudus in academic year 2012/2013 and to find out the types of classroom interactions in English teaching learning process of the eighth grade of SMP Muhammadiyah 1 Kudus in academic year 2012/2013.

It is a qualitative research in form of case study since I start to collect the data by observing the class, recording whole the teaching and learning process, making transcription of that record and analyzing it.

The numbers of teacher talk in classroom interaction in English teaching learning process of the eighth grade of SMP Muhammadiyah 1 Kudus in academic year 2012/2013 successively are initiation (228), respond (3), and feedback (69). Meanwhile, the numbers of students talk successively are initiation (4), respond (218), and feedback (4). There are three types of classroom interactions built by teacher and students in the English teaching and learning process for eighth grade students of SMP Muhammadiyah 1 Kudus in academic year 2012/2013 i.e. teacher-student interaction (208), student-student interaction (4), and teacher-learning interface interaction (9).

At last, I address my suggestion to the students, the teacher and the further researchers. For the students, I suggest the students to take the chance to initiate interaction and communication with the teacher as good quality interaction and communication in the classroom would lead them to successfully achieve the goal and instructional objectives. For the lecturer, I suggest the teacher and those who are prospective teachers to actively involve the students in the teaching and learning process, use method that lets the students to get active during teaching and learning activities, and encourage the students to build good classroom interaction. For the further researchers, I suggest the next researchers to develop their study probably by conducting a much more detail study about this related topic.

ABSTRAKSI

Rahayu, Okviani. 2013. *Penelitian Diskriptif tentang Interaksi di Kelas pada Pembelajaran Bahasa Inggris di Kelas Delapan SMP Muhammadiyah 1 Kudus Tahun Pelajaran 2012/2013*. Skripsi. Program Studi Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Dosen Pembimbing: (I) Atik Rokhayani, S.Pd, M. Pd (II) Dra. Sri Endang Kusmaryati, M. Pd

Kata Kunci: Interaksi Kelas dan Proses Belajar Mengajar

Proses belajar mengajar merupakan aktifitas yang melibatkan interaksi antara guru dan siswa dalam lingkungan pembelajaran seperti sekolah, yang materinya disusun oleh guru dalam rangka mencapai tujuan yang diharapkan. Jenis interaksi bisa antara guru dan siswa. Ada beberapa tipe interaksi didalam kelas yaitu bisa berupa interaksi antara guru dan siswa dan antar siswa itu sendiri. Interaksi yang terjadi harus efektif untuk meningkatkan pengetahuan dan ketrampilannya agar dapat digunakan dalam beberapa tahap dikemudian hari. Maka dari itu percakapan didalam kelas sangat perlu untuk dimengerti.

Tujuan dari penelitian ini adalah untuk menggambarkan *Teacher talk* dan *student talk* dalam interaksi kelas di dalam proses belajar mengajar bahasa Inggris kelas delapan di SMP Muhammadiyah 1 Kudus tahun pelajaran 2012/2013 dan untuk mencari tipe tipe interaksi kelas dalam proses belajar mengajar bahasa Inggris kelas delapan di SMP Muhammadiyah 1 Kudus tahun pelajaran 2012/2013 .

Penelitian ini termasuk penelitian kualitatif dalam bentuk studi kasus karena saya memulai dengan mengumpulkan data dengan cara observasi di kelas, merekam dan mendokumentasikan seluruh proses belajar mengajar di kelas, membuat transkrip dari rekaman tersebut dan menganalisisnya.

Jumlah dari *teacher talk* dalam interaksi kelas dalam proses belajar mengajar bahasa Inggris kelas delapan di SMP Muhammadiyah 1 Kudus tahun pelajaran 2012/2013 terdiri dari *initiation* (228), *respond*(3), and *feedback* (69). Sedangkan jumlah dari *students talk* terdiri dari *initiation* (4), *respond* (218), and *feedback* (4). Ada tiga tipe interaksi yang dibangun oleh guru dan siswa dalam proses belajar mengajar bahasa Inggris untuk kelas delapan SMP Muhammadiyah 1 Kudus tahun pelajaran 2012/2013 yaitu interaksi antara guru dan siswa (208), interaksi antara siswa dan siswa (4) dan interaksi antara guru dan penghubung pembelajaran (9)

Terakhir, saya tujukan saran kepada para siswa, guru dan dan peneliti yang akan datang . Untuk para siswa , saya sarankan untuk mengawali interaksi dan komunikasi dengan guru sebagai interaksi dan komunikasi yang berkualitas didalam kelas dan akan membimbing mereka sukses dalam mencapai tujuan pembelajaran. Untuk para guru, saya sarankan kepada guru dan mereka calon guru untuk secara aktif melibatkan siswa dalam proses belajar mengajar dengan cara mengajak siswa untuk aktif dalam kegiatan belajar mengajar dan mendorong siswa untuk membangun interaksi yang bagus di dalam kelas. Untuk para peneliti yang akan datang, saya sarankan untuk peneliti selanjutnya untuk mengembangkan penelitiannya mungkin dengan cara membuat penelitian lebih rinci mengenai topik ini.

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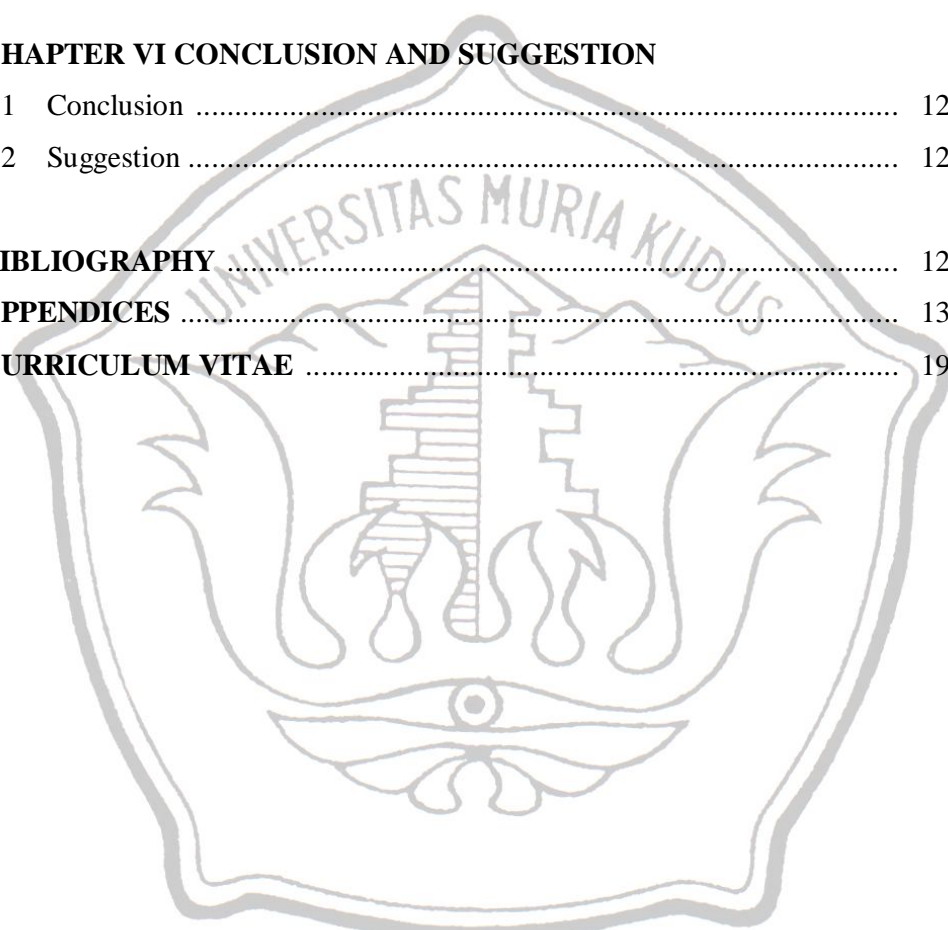
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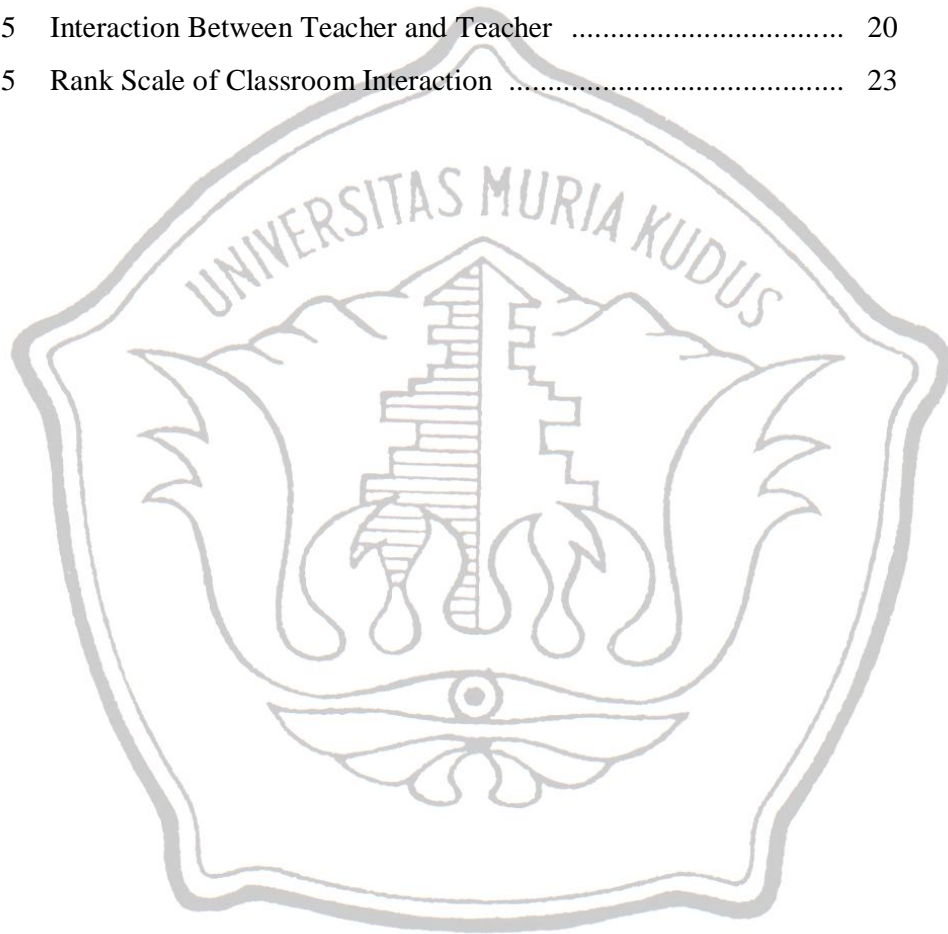


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